

Non-Government Reform Support Fund Annual Report

2022

Association of Independent Schools of Western Australia

Executive Summary

The Non-Government Reform Support Fund has provided support to schools in the Independent sector in Western Australia, which represents over 160 schools. WA Independent Schools are spread across the state with about two thirds in major cities, and the balance in regional and remote areas. The Remote schools are Majority Aboriginal and Torres Strait Islander Schools (MATSI) with 14 based in remote Aboriginal Communities. AISWA services cover strategic planning, good governance, compliance and regulatory obligations, implementation of good pedagogy and catering for the needs of all students, staff and schools. Included in the AISWA 2022 services is industrial and legal support and facilitating networking opportunities, as well as a comprehensive leadership and teacher development program.

In 2022 AISWA and its member schools continued to make significant progress in achieving the priorities of the National Education Reform Agreement and the key objectives outlined in our strategic plan to improve the learning outcomes for all students. This has been achieved by sector and cross sectoral projects which support students, student learning and achievement; support teaching, school leadership and school improvement, and enhancing the national evidence base.

Some of our approaches to supporting schools and school leaders continued to be provided in an online environment throughout 2022. Focus in 2022 was on improving the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection; strengthening NAPLAN, including support to bring the test window forward to term 1 from 2023; and improving governance and financial management practices in Non-Government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances. Despite early restrictions in 2022, due to COVID, the latter half of the year saw an increase in face-to-face Professional Learning, as indicated in the Indicators of Success.

AISWA liaised with the Department of Education (DoE) and Catholic Education Western Australia (CEWA) on the bilateral areas of the agreement in significant ways and developed projects in line with State based initiatives as agreed in the Western Australia bilateral agreement in the areas of General Capabilities; STEM; Improving Student Engagement and Wellbeing; Building Cultural Competence in Schools; Support for School Leaders and support for our most disadvantaged schools. This work goes above and beyond of what would be capable of being provided without the Non-Government Reform Fund.

The NGRF allowed AISWA to run a comprehensive leadership program in 2022, designed to improve school leadership, attract teachers to leadership positions and to attract and retain the best and brightest to the teaching profession. Our member schools are diverse both philosophically and geographically and tailoring leadership support and communication that is effective for their diverse needs is time consuming and costly. Therefore, it is with much appreciation that the Non-Government Support Fund allows AISWA to deliver programs and services to those communities most disadvantaged.

In 2022 AISWA worked with the Catholic and Government sectors through regular cross sectoral meetings chaired by the State Education Minister, and through our ongoing consultations with the other two sectors that are scheduled during the year and in response to State priorities. The strength of this collaboration has grown over the years, and we look forward to this strong relational continuing well into the future.

Progress against strategic plan

AISWA has continued to work towards enhancing the quality of the National Consistent Collection of Data amongst Independent Schools in Western Australia. The objectives of the strategic plan are to increase schools' understandings of various legislation, regulatory frameworks, policies, and processes. In 2022, AISWA continued to lead and support school staff to provide the best possible conditions for learning, for students with a disability. Whilst COVID in early 2022 impacted, the majority of the intended activities went ahead and indicators of success demonstrated both good engagement by schools and the significant impact of the project.

In 2022, AISWA worked towards growing the number of schools trained in the delivery of NAPLAN online for delivery in 2023. In line with the strategic plan this has been responsive to individual school context. All objectives from the workplan for 2022 were able to be achieved. The impact of this project has significantly increased teacher confidence and understanding of NAPLAN online and the use of data for future learning.

AISWA continued to deliver a range of programs to build leadership capacity of Independent schools. The objectives of the strategic plan continued to be addressed by offering training and support to school boards on good governance processes and ensure effective and efficient financial management. In line with the strategic plan this support and training is responsive to the context of the school. This project provided School Boards and Councils with the skills and confidence to lead the strategic direction of their schools.

Many programs, within the Implementation of the Australian Curriculum project, have worked towards achieving the objectives outlined in the strategic plan. AISWA has supported schools in building their understanding of the delivery, assessment and reporting of the Australian Curriculum. Significant milestones were achieved including increasing numbers of teachers and schools involved in the high impact teaching strategies project.

AISWA has established a strategic direction to assist schools to improve the academic achievement for all students, including those from priority equity cohorts. The priority equity cohorts which are areas of focus for AISWA include Aboriginal students, students with a disability, students with a language background other than English and students from regional and remote areas. AISWA continues to support schools to build their understanding of Aboriginal and Torres Strait Islander perspectives using these new understandings to provide high quality teaching and learning programs for students. The schools in the sector needing the most support are those that serve low SES communities; the remote Aboriginal schools and the Curriculum and Re-Engagement (CARE) schools which cater for students at educational risk. This diverse range of schools and communities seek our assistance and support as they work through the school improvement cycle. This necessitates a robust and flexible plan and approach in order to meet the needs of schools in the Independent sector, highlighted by over 40 visits in 2022 by AISWA consultants to our remote schools where visits can last from two to five days in duration.

Pleasingly there was an increase in the number of schools implementing a formative assessment approach in which they see the benefit of an online formative assessment tool linked to Learning Progressions developed for the Australian Curriculum. In WA, AISWA is the certifying body for Highly Accomplished and Lead Teachers (HALT) and while the uptake has been slow the teachers who have participated comment that it has had an incredible impact on their own practice, the practice of others in their schools and consequently the outcomes students achieve.

Relationship with state and territory government

AISWA has continued to develop a strong working relationship with State government and relevant Authorities and other education sectors. This includes the Department of Education and Catholic Education WA. This is demonstrated across the reform agreement priorities by a number of ways including:

- AISWA are represented on the WA School Curriculum and Standards Authority, the Statutory Curriculum and Assessment Committee, and several other advisory committees spanning phases of schooling and subject disciplines.
- At National level, AISWA are represented on ACARA's curriculum directors committee, and learning area committees, and various AERO project advisory groups.
- AISWA has been involved in a range of activities with other jurisdictions in relation to NAPLAN. This has included being involved in the NAPLAN Cross-sectoral Online Assessment Working Group, the Marking Quality Team - Writing Expert Group; and part of the Online Representative Group.

At the State level, progress by AISWA member schools is shared with the local curriculum authority, responsible to the WA Minister for Education and reporting is through the WA state bilateral agreement. Continuous feedback from the curriculum authority has informed methodologies used to achieve outcomes, highlighting strengthened relationship and communication between AISWA and the WA curriculum authority.

AISWA continues to regularly consult with and provide feedback to national data initiatives through Independent Schools Australia. AISWA continues to be represented on various national committees and working groups, as well as state-wide cross-sectoral groups related to national data improvements.

At a more local level, AISWA moderation sessions were made available to all schools to provide increased understanding of levels and categories to increase consistency and reliability of teacher judgements and the provision of reasonable adjustments made to students. These sessions were at individual schools, collective ASIWA schools and with DoE and CEWA schools. In 2022 AISWA had representation and participated on the National Trauma Project with KPMG, who were engaged by DESE to look at developing options for nationally consistent approach under NCCD for students affected by trauma. There was representation of all education sectors on this project directly with KPMG as well as collaboration and consultation through Independent Schools Australia. In addition, AISWA was involved with the Students with Disability Loading Review Project which worked with PwC (employed by the government) to review data and costs of supporting students with disability at a school level and sector level. This data and discussions with schools resulted in some changes to the provision of support of student with disabilities.

Project Report

Strategic Plan linkages:

Summary of 2022 achievements

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>National Policy: B. Enhancing the national evidence Base ii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p><i>State bilateral: Nationally Consistent Collection of Data for Students with Disability</i></p> <p>Project Title: Enhancing the quality of NCCD</p>	<p>Supporting schools implementing NCCD and meeting the needs of students with special needs This project aims to further inform, advise, and support schools in the processes of the Nationally Consistent Collection of Data and enhancing the quality of teaching for students with disability, (as defined under the Disability Discrimination Act 1992).</p> <p>The intention is to support all relevant staff in Independent schools, in their various capacities, to clearly understand their role in the school to fulfil the ongoing requirements involved in the NCCD process.</p>	<ul style="list-style-type: none"> • Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; and data collection and reporting requirements. <p style="text-align: center;">ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • A common shared language and a consistent approach to NCCD across the Independent sector. <p style="text-align: center;">ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Schools working towards an inclusive school model. <p style="text-align: center;">ACHIEVED AND ONGOING</p>	<ul style="list-style-type: none"> • All schools (152) offered information and moderation sessions either face to face or via Teams conference. 100% • 80% of schools visited by Inclusive Education Consultants who provide guidance and support to implement NCCD and develop school strategies for supporting identified students (about 100 schools). 60% Achieved • Successfully participate in the post enumeration process (PE). • 90% Achieved for schools 	<p>Face to face and online options provided.</p> <p>There will still some COVID 19 related limitations with school visits.</p> <p>AISWA relies on schools informing them if they are involved in the post enumeration process. There is very little shared information or invitation to assist schools in PE.</p>

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<p>National Policy: C. Enhancing the national evidence Base iii. Improving national data quality, consistency and collection to improve the national evidence base and inform policy development</p> <p><i>State bilateral: Nationally Consistent Collection of Data for Students with Disability</i></p> <p>Project Title: Enhancing the quality of NCCD</p>	<p>This includes the accurate and ongoing collection of evidence to support levels of adjustment being made for students with disability and quality processes being in place. This will be achieved by focussing on the following:</p> <ul style="list-style-type: none"> Continuing to assist schools to navigate the NCCD portal (especially the areas that continue to be updated). Efficient and accessible systems to record evidence. Building a good understanding of the Disability Discrimination Act (1992) with specific focus on the Disability Standards of Education (2005), 2020 review and implementation of the recommendations of the DSE review. 	<ul style="list-style-type: none"> Correct support is provided based on school’s prioritised needs. <p>NOT YET ACHIEVED BUT ONGOING</p> <ul style="list-style-type: none"> Improved teacher/staff understanding of the processes for the NCCD. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. <p>PARTIALLY ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Relevant evidence is collected by the NCCD team and teachers. <p>ACHIEVED AND ONGOING</p>	<p>10% Achieved for consultants</p> <ul style="list-style-type: none"> 50% percent of schools attend professional learning and non-attendees identified for targeted follow up. <p>60% Achieved</p> <ul style="list-style-type: none"> Documentation used with schools is up to date and based on current requirements and research. <p>90% Achieved</p> <ul style="list-style-type: none"> Survey results of teachers and relevant staff <p>Not Achieved</p>	<p>Survey was not conducted during 2022.</p> <p>Data is difficult to access and not easily shared.</p> <p>There has been strong advocacy for Independent schools to have comments/feedback from the PE contractor to assist use in gaining insight into areas that need to be improved and targeted. Very little information is shared.</p>

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	<ul style="list-style-type: none"> • Recognising and meeting the different needs of various roles (Business Manager, Principal, Learning Coordinator, Teacher). • Building a shared understanding of the levels of adjustment and categories of student data through moderation. • Assisting in preparation for the post enumeration process and reviewing and receiving feedback from schools after the post enumeration process. 	<ul style="list-style-type: none"> • Improved teacher understanding of the different types of disabilities/learning difficulties. <p style="text-align: center;">ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Improved teacher knowledge and skills within the area of disability facilitating more effective communication with parents when discussing their child’s learning. <p style="text-align: center;">PARTIALLY ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Improved skills in accommodating and providing adjustments within the classroom (differentiation) and universal design for learning (UDL). <p style="text-align: center;">PARTIALLY ACHIEVED AND ONGOING</p>	<ul style="list-style-type: none"> • Identifying improved understandings of the area to provide up to date and relevant professional learning. <p style="text-align: center;">50% Achieved</p> <ul style="list-style-type: none"> • Data consistency across years. • General comments census post enumeration contractors through Independent Schools Australia (ISA). <p style="text-align: center;">Not Achieved</p> <ul style="list-style-type: none"> • Feedback from participating schools. <p style="text-align: center;">60% Achieved</p> <ul style="list-style-type: none"> • Feedback from ISA staff and Independent schools in other states. <p style="text-align: center;">Not Achieved</p>	

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	<ul style="list-style-type: none"> The process and accuracy of selecting the levels of adjustment. Time and workload involved in the NCCD process and how this can be managed by schools. <p>AISWA will support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities:</p> <ul style="list-style-type: none"> Information sessions on the NCCD, funding, process of identification, evidence, and accountability. 	<ul style="list-style-type: none"> Schools understand a common language across all education sectors in WA to provide a consistent approach to NCCD. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Specific and more purposed engagement including visits to remote Indigenous schools and CaRE schools. <p>NOT FULLY ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Increased understanding of how schools collect, store, and demonstrate the information and evidence of adjustments for each student. <p>ACHIEVED AND ONGOING</p>		<p>Conference cancelled in 2002 – COVID19.</p>

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	<ul style="list-style-type: none"> • An NCCD information session at the AISWA Briefing the Board conference that will inform governing body members, business managers, finance teams etc. • Metropolitan, regional, and school based professional learning to develop knowledge and skills to ensure appropriate support is provided for individual students around the following topics: <ul style="list-style-type: none"> • Specific Learning Difficulties/ Disabilities/Behavioural. • Differentiation. • Documented Plans and how these can be used as evidence for the NCCD. • Disability Discrimination Act 1992 (DDA)/ Disability Standards for Education 2005 (DSE) and the 2020 review 	<ul style="list-style-type: none"> • Improved processes within schools in providing accurate evidence of adjustments. <p>NOT FULLY ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Improved accuracy in determining the levels of adjustment. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors. <p>PARTIALLY ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Up to date information, reports on the progress and accuracy of the NCCD both from a state and national perspective through newsletters, etc. <p>NOT FULLY ACHIEVED</p>	<ul style="list-style-type: none"> • Briefing the Board conference session April 2nd. 2022. <p>Conference cancelled 2022</p> <ul style="list-style-type: none"> • Revision and updating of practices and presentation material and information. <p>100% Achieved</p> <ul style="list-style-type: none"> • Increased engagement with school visits, consultations etc., and clarification of information (evidence of adjustments etc.). <p>65% Achieve</p> <ul style="list-style-type: none"> • More informed feedback to schools on clarification of FAQs. E.g., insistence that Documented Plans are to be signed. <p>50% Achieved</p>	

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	<ul style="list-style-type: none"> • Make MS Teams conferences available for schools especially regional schools to participate in information sessions. • Increase AISWA staff awareness and understanding around the unique and specific NCCD needs for remote Indigenous schools and CaRE (Curriculum and Re-engagement schools). • Moderation sessions between invited AISWA schools and Catholic Education WA to give schools an opportunity to share information, ask questions and network with other schools (if possible). • School visits in metropolitan and regional WA. • School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. 		<ul style="list-style-type: none"> • Moderation sessions with Catholic Education will occur on May 11th (Perth metro) and during the week 16th May (regional) 2022. <p>50% Achieved</p> <ul style="list-style-type: none"> • Network meetings presented as breakfasts – one each term during 2022. <p>75% Achieved</p>	<p>The metro session was very successful. However, the regional session was not held.</p> <p>Term 1 session was cancelled due to COVID19.</p> <p>This is an ongoing need and was hindered by limited access to remote schools.</p>

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	<ul style="list-style-type: none"> • AISWA Network Meetings, designed to support staff around inclusive education. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. <p>When informed and invited, AISWA will provide support to schools undergoing Post Enumeration (PE) by:</p> <ul style="list-style-type: none"> • Meeting with the NCCD team and appropriate staff. • Provide review of the data and the evidence if needed. • Discuss outcomes/feedback from the school's post visit. • Enquire as to whether AISWA can be informed of a school undergoing PE so support can be provided if required. (Schools are not always aware they can request AISWA support if needed). 		<ul style="list-style-type: none"> • More accurate data and processes Aboriginal Independent Community Schools and Special Assistance Schools particularly around gathering evidence in transient situations. <p>20% Achieved</p> <ul style="list-style-type: none"> • Attendance at Professional Learning sessions and email and phone enquiries. <p>90% Achieved</p>	

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	<p>AISWA will participate in providing support to the following:</p> <ul style="list-style-type: none"> • feedback to ISA (Independent Schools Australia) on information to be provided on the NCCD portal i.e., Case Studies, templates etc. • Review of information from post enumeration. • Continue to coordinate AISWA school participation in NCCD projects. <p>AISWA Inclusive Education team staff will participate in capacity building workshops targeted at education authority staff from all sectors working with schools on the NCCD (when these become available).</p>			

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<p>National Plan: C. Enhancing the national evidence Base iii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>Project Title: NAPLAN & NAPLAN Online</p>	<p>Support for schools with NAPLAN and the transition to NAPLAN Online As a result of the Federal Government’s decision to suspend NAPLAN in 2020 due to COVID 19 the program planned for implementation in 2021 will be implemented in 2022 when almost all schools will do NAPLAN OnLine.</p> <p>This project involves the support of Independent schools with NAPLAN Pen and Paper and transitioning to NAPLAN online. All schools are supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students.</p>	<ul style="list-style-type: none"> Increased teacher confidence with standardised assessment, including a better understanding of scaled scores and placement of student against achievement standards. ACHIEVED Increased understanding of how to use data to inform teaching and learning. ACHIEVED Improved content knowledge and student conceptual understanding. ACHIEVED 	<ul style="list-style-type: none"> Ongoing requests for professional learning (PL) and mentoring support for participating schools. 80% Achieved Whole school mapping of cohort and student achievement and growth using the Valuate program. 70% Achieved Whole school planning for future learning through analysis of student strengths and weaknesses from the data results within the Valuate program. 70% Achieved 	

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	<p>The provision of the Valuate website (AISWA’s NAPLAN analysis tool) enables schools to access detailed analysis of their data, including a longitudinal analysis of data.</p> <p>To facilitate staff understanding of the reporting structure through Valuate, consultants from AISWA and the developers of the program will conduct in-school workshops.</p> <p>In addition, information sessions will be held to inform schools of the processes and planning for NAPLAN Online in conjunction with WA Schools Curriculum and Standards Authority (SCSA).</p>	<ul style="list-style-type: none"> • Dual processes ensure successful implementation of NAPLAN pen and paper for a few selected schools or NAPLAN Online. <p>ACHIEVED</p> <p>Increased confidence of schools that they are fully prepared for NAPLAN Online.</p> <p>ACHIEVED</p>	<ul style="list-style-type: none"> • The last round of 14 WA Independent schools will be offered training in preparing for NAPLAN Online in 2023 <p>100% Achieved</p> <ul style="list-style-type: none"> • 94% (of the 158 schools) to transition to NAPLAN online in 2022 (there will be a few selected schools still on pen and paper). <p>94% Achieved</p> <ul style="list-style-type: none"> • 6% (11 schools) to be transitioned to NAPLAN Online for 2023 in 2023. 	

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<p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p>Project Title: Improving Governance in Independent Schools</p>	<p>Support for school leadership teams and school governing bodies in good governance, understanding school finances and funding and their obligations under legislation</p> <p>The focus of this project continues to support strong governance in Independent schools through working with school governing bodies on good governance processes and ensuring effective and efficient financial management.</p> <p>In 2022 the key activities to deliver this are through</p> <ul style="list-style-type: none"> presentations on good governance, understanding the business of education and school funding at key conferences (Briefing the Board, Aboriginal Independent Community Schools Governance Conference, the Great Southern Governance Seminar and the South West Governance Seminar) organised by AISWA and other key stakeholders; 	<ul style="list-style-type: none"> Governing body members have sound understandings of good governance practices and procedures in the context of the education authority of a school and how these lead to continual school improvement and thus improved student outcomes. <p>ACHIEVED</p> <ul style="list-style-type: none"> Governing bodies and school leadership have clear understandings of relevant legislation, regulations and school registration processes. <p>ACHIEVED</p> <ul style="list-style-type: none"> Governing bodies have strong financial oversight of the school and undertake sound financial planning. <p>ACHIEVED</p>	<ul style="list-style-type: none"> At least 25% of Independent school governing bodies work with AISWA on improving school governance and understanding their role in ensuring strong student outcomes. <p>25% plus Achieved</p> <ul style="list-style-type: none"> Attendance of at least 250 school leaders and board members at the Briefing the Board conference in April 2022 covering: <ul style="list-style-type: none"> good governance, funding and financial management, how to ensure a safe and secure learning environment for their students, young people today and how schools cater for this generation, and obligations under Federal and State legislation. <p>COVID cancellation</p>	<p>A range of school support was given by phone and in person. Most contact was through the school re-registration process.</p> <p>Due to COVID the 2022 Briefing the Board was rescheduled for 2023</p> <p>This was achieved through multiple Professional</p>

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	<ul style="list-style-type: none"> • governance and strategic planning seminars both centrally held and at individual schools; • workshops with schools on planning and understanding obligations and implications of school legislation and regulations; • individual school planning and information sessions as required by schools; and • attendance at school governing body meetings to review governance processes and procedures and to ensure understanding of school funding and their obligations for strong financial oversight of the school's operations. 	<ul style="list-style-type: none"> • Governing bodies have improved capacity of to identify and oversee implementation of evidence-based actions to grow and sustain improved student outcomes over time. <p style="text-align: center;">ACHIEVED</p> <ul style="list-style-type: none"> • School administration is fully aware of their obligations under various funding regimes and understand how to undertake due diligence when reviewing school finances. <p style="text-align: center;">ACHIEVED</p>	<ul style="list-style-type: none"> • At least 80% of governing body members and school leaders from the Aboriginal Independent Community Schools (AICS), attend the Aboriginal Independent Community Schools' Governance Conference with sessions on <ul style="list-style-type: none"> ○ good governance, ○ school funding and the financial management of the school, ○ the performance appraisal of the Principal; and <p style="text-align: center;">80% achieved</p> <p>Increasing community engagement in the school to ensure strong student outcomes.</p> <p style="text-align: center;">80% Achieved</p>	<p>Learning opportunities for governing body members for all AICS through Teams in terms 2 and 3.</p> <p>Post presentations survey responses indicated a high degree of satisfaction with Professional Learning provided and also indicated areas for future work.</p>

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<p>National Policy: D. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Support for School Leaders</i></p> <p>Project Title: a. Leading at all Levels</p> <p>National Policy: E. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Recruitment and management of staff in remote areas</i></p> <p>Project title: b. Esteeming, growing and assessing teaching expertise</p>	<p>Enhancing leadership for all The Leading at all Levels project is a multi-faceted, wide-ranging project, that participants to see themselves on a leadership continuum from beginning as an early career teacher through to an expert Educational Leader.</p> <p>The areas of focus for this section of the project in 2022 are:</p> <ul style="list-style-type: none"> • Early Career Teacher Program. • Aspiring Leaders Program & Mentoring Network. • Middle Leaders Program. • Women in Leadership Network. • Effective Leadership Teams. • Building Collective efficacy. 	<ul style="list-style-type: none"> • The quality of school leadership is enhanced. <p>ACHIEVED</p> <ul style="list-style-type: none"> • There is a shared understanding of pathways to school leadership in the Independent sector. <p>ACHIEVED</p> <ul style="list-style-type: none"> • New leaders begin in their roles with an increased confidence in their skill. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Greater numbers of teachers apply for promotional positions within the sector. • Course participants feel confident to apply and win promotional positions. <p>ACHIEVED</p>	<ul style="list-style-type: none"> • Representation of 25 schools in each of the Master Classes offered. <p>100% Achieved</p> <ul style="list-style-type: none"> • All schools maintain individual teacher and school registration databases. <p>Achieved</p> <ul style="list-style-type: none"> • 40 school leaders and governing body members attend the session at Briefing the Board on Managing the Principal. <p>Not Achieved</p> <ul style="list-style-type: none"> • Teachers engage with the National Certification Process. <p>100% Achieved</p> <ul style="list-style-type: none"> • 15 teachers attend the Aspiring Leaders course. <p>100% Achieved</p>	<p>28 schools represented in 3 Masterclasses at the commencement of 2022(pre COVID19 shut downs)</p> <p>2022 Briefing the Board cancelled due to COVID19</p> <p>Two Teachers submitted their National Certification Project.</p> <p>21 teachers completed the Aspiring Leaders course. 10teachers and leaders attended the 4 day program</p> <p>58 graduate teachers attended the Graduate to Proficiency Program</p> <p>17 network members participated in these sessions.</p>

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<p>National Policy: F. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Support for School Leaders</i></p> <p>Project Title: b. Leading in remote and complex contexts</p>	<p>Key activities and strategies for delivery on these areas of focus are:</p> <ul style="list-style-type: none"> Information sessions and skill development workshops. Extended courses across three to five days. University Partnerships. Master classes ~ one day classes with a recognised expert external presenter. Presentations and workshops at AISWA and external conferences. National Certification of Highly Accomplished and Lead Teacher program. <p>Esteeming, growing, and assessing teaching expertise</p> <p>This part of the project will focus on developing and delivering a suite of professional learning programs and resources for school leaders and AISWA staff to consistently:</p>	<ul style="list-style-type: none"> There is implementation of the Australian Teacher and Performance Development Framework and of the Australian Professional Standards for Teachers (APST). ACHIEVED Graduate teachers are inducted into the profession through engagement with the APST. ACHIEVED There is a shared understanding of the growth of teaching and leadership expertise in the Independent sector. ACHIEVED There is a common language to describe teaching practice and what it looks like as expertise grows. ACHIEVED 	<ul style="list-style-type: none"> 15 teachers and leaders attend the Administrative Leadership. 70% Achieved 30 graduate teachers and leaders engage in the courses / workshops/ networks. 100% Achieved Network member participation in HALT information and portfolio development sessions. 100% Achieved Members of school leadership teams from 10 schools attend the professional learning in 2022. 100% Achieved The Master class is offered in the Geraldton, Albany, Bunbury and Kalgoorlie regions. 	<p>COVID 19 limited workshops to only two before shutdowns commenced.</p> <p>AISWA attended the AICS Collegial Meeting in October 2022 and presented to AIC Principals: <i>Using the EAL/D Australian Professional Standards for Teachers in the Performance Development Journey of Staff. Courageous Conversations</i></p>

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	<ul style="list-style-type: none"> • recognise & measure teacher expertise; • understand the relationship between high impact teaching practices and teacher expertise; • grow that expertise; and • encourage teachers to leverage their teaching expertise into career phase growth <p>The main activities for development will be:</p> <ul style="list-style-type: none"> • A review of the National Certification Assessor Program. • Expert consultancy. • Training of AISWA consultants as teacher coaches and Assessors of National Certification of Highly Accomplished and Lead Teachers. <p>The main activities for delivery will be:</p> <ul style="list-style-type: none"> • Workshops and sessions at AISWA conferences. • Master class. 	<ul style="list-style-type: none"> • School leaders are strategic in their development of school plans to improve teaching capacity in schools. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Teachers in AICS use the standards and tools provided by AITSL to build their practice. • There is a shared understanding of the growth of teaching and leadership expertise in the AICS. • School leaders have clear processes and policies in place to develop teaching capacity. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Greater attendance at PL opportunities and training, including networking support. <p>ACHIEVED</p>	<p>50% Achieved</p> <ul style="list-style-type: none"> • AICS have regularly reviewed and clear staff policies and procedures including induction, development, and management of new and existing staff. <p>100% achieved and ongoing</p> <ul style="list-style-type: none"> • Feedback from principals and increased capacity due to greater engagement in skill building and network support. <p>100% achieved and ongoing</p>	<p><i>Without Limits – Wellbeing for those that Care</i></p>

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	<ul style="list-style-type: none"> • Delivery of a 3-day course over 2022. <p>Leading in remote and complex contexts The second part of the project focuses on building leadership capacity in Aboriginal Independent Community Schools (AICS). The project assists school boards to induct, support and develop newly appointed Principals to AICS in creating a highly effective, culturally responsive leadership style. The aim is to build a strong sense of leadership identity, agency and purpose through the following activities:</p> <ul style="list-style-type: none"> • Targeted Principal professional learning to develop deep understanding of the role and responsibilities of a Principal in AICS and support the application of knowledge and skills. • Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers. 	<ul style="list-style-type: none"> • Increased understanding of management of schools and leadership in a remote context, culturally responsive curriculum development and staff management and appraisal. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Ability to engage in on-line learning enhanced and capacity of leaders increased as an outcome. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Greater understanding and collaboration of the board and school leaders in their working relationship. 	<ul style="list-style-type: none"> • Greater retention of principals and continuity of staff, enhanced culture of collaboration and positivity of teaching staff, increased achievement of students due to responsive curriculum changes. <p>100% achieved and ongoing</p> <ul style="list-style-type: none"> • Evaluation of courses and the increased engagement of leaders in their undertaking of on-line learning opportunities. <p>100% achieved and ongoing</p> <p>Working relationships with board and school are aligned, greater retention of experienced principals and increased participation of community members in Board matters.</p> <p>100% achieved and ongoing</p>	<p>Three schools with Boards attended AISWA for focussed sessions. Access by TEAMS and online has increased and continues to do so with the advantage of face to face relationship building.</p>

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	<ul style="list-style-type: none"> Establishment of a relief pool of principals to allow principals to attend PL opportunities out of community. Targeted Principal and Leadership team professional learning. 			
<p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum</p> <p>a. Online professional learning programs</p>	<p>This is a large and multi-faceted project where the main emphases in 2022 are continued support for schools to implement the WA Curriculum; building the understanding by schools of curriculum, assessment and reporting requirements; improved Literacy and English competency; improved Mathematics and Numeracy competency; and improved implementation of STEM and Curriculum support for Aboriginal Independent Community Schools.</p>	<ul style="list-style-type: none"> Implementation of the Foundation to Year 10 Western Australian Curriculum in all Independent schools. <p>ACHIEVED</p> <ul style="list-style-type: none"> Improved student engagement and learning outcomes through enhanced teacher understanding and use of evidence based, high quality teaching, learning and assessment practice. <p>ACHIEVED</p>	<ul style="list-style-type: none"> Independent schools' compliance with the curriculum requirements in the WA School registration standards. <p>100% Achieved</p> <ul style="list-style-type: none"> A minimum of 50 Professional Learning (PL) events/activities. <p>100% Achieved</p> <ul style="list-style-type: none"> Over 500 teachers engage with PL activities. <p>100% Achieved</p>	<p>Does not include Independent Schools that are teaching an approved alternative curriculum.</p>

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	<p>The following provides more detail about each of the focus areas and some of the key activities associated with them.</p> <p>Support for schools to implement the WA Curriculum This part of the project focuses on the development of coordinated, planned, and point of need professional learning (PL) which supports implementation of the WA Curriculum. Support will focus on assisting schools to meet compliance requirements, as well as build teacher expertise and skills in curriculum planning, monitoring and assessing student achievement and making consistent and reliable judgements. PL activities will include a focus on building teacher knowledge and skills to unpack and apply different teaching and learning pedagogies. Modes of PL will include a range of formats including face to face, online and blended methodologies.</p>	<ul style="list-style-type: none"> Enhanced teacher understanding of the content and achievement standards of the P-10 curriculum. ACHIEVED Improved teacher understanding of teaching and learning pedagogies. ACHIEVED Teachers implement and refine strategies and skills. ACHIEVED Increased use of curriculum, assessment and reporting resources on the AISWA website. ACHIEVED Expanded teacher networks and collaboration across schools. ACHIEVED 	<p>Feedback from PL events indicating teachers are adding to knowledge and skills, and sharing, adjusting and/or improving practice.</p> <p>100% Achieved</p> <ul style="list-style-type: none"> Completion of eight online learning content and other digital resources. 100% Achieved <p>Teachers accessing digital resources. 100% Achieved</p>	

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<p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum b. Literacy and English Competency</p>	<p>Literacy and English Competency The focus for 2022 continues to be on supporting schools and teachers for students in all year levels to achieve high level literacy outcomes. Main activities to support this include:</p> <ul style="list-style-type: none"> • a range of standalone and serialised Literacy professional learning courses. • targeted literacy support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable teachers of English and EAL/D students. • school consultancy providing support at the whole school and individual teacher level. • collaboration with other sectors (Catholic Education WA) to run network meetings for targeted teacher groups. 	<ul style="list-style-type: none"> • Teachers apply strategies introduced in PL courses in their classrooms. ACHIEVED • Teacher pedagogy and knowledge about language and literacy improved through PL. ACHIEVED • Teachers have raised awareness of tools available, to identify and support EAL/D students. ACHIEVED • Whole-school approaches to the teaching of literacy is evident in school literacy plans. ACHIEVED 	<ul style="list-style-type: none"> • Over 200 teachers attend Literacy/English workshops either face to face or online. 100% Achieved • 70% of teachers attending workshops report increased knowledge regarding Literacy skills and apply learning in the classroom. 90% Achieved • Increase in teacher motivation and confidence, through continued contact and support. 75% Achieved • 50% of schools request visits for either ongoing whole school PL and/or support. 70% Achieved 	<p>Over 300 teachers accessed PL. More courses were offered online due to COVID-19 restrictions.</p> <p>Face to Face PL continues to be the most desired option. Increased questions about meeting the needs of EAL/D students.</p> <p>Teacher motivation and confidence was affected by intermittent lock downs and uncertainty due to COVID19.</p> <p>Lack of teacher supply and teacher relief issues meant schools were unable to hold whole of school PL sessions.</p>

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<p>Project Title: Implementation of Australian Curriculum</p> <p>c. Numeracy & Mathematical Competency</p>	<ul style="list-style-type: none"> continued collaboration with universities and outside agencies to develop literacy projects e.g., Raising Trailblazers, Brightpath: Next Steps. <p>Numeracy and Mathematical Competency In 2022, consultants will continue to work with teachers and education assistants in supporting students to achieve high level numeracy and mathematical outcomes. There are four main areas of activity.</p> <ol style="list-style-type: none"> A series of one day and after school professional learning courses, with ongoing follow up and support in schools. The main foci will be building teachers' conceptual understanding for place value and understanding operations. Using routines and engaging pedagogical approaches will be emphasised. 	<ul style="list-style-type: none"> Teachers work collaboratively on projects such as Raising Trailblazers, Brightpath: Next Steps. <p>ACHIEVED</p> <ul style="list-style-type: none"> Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. <p>ACHIEVED</p> <ul style="list-style-type: none"> Students will work individually and collaboratively, using a variety of tasks, routines and games to make maths connections. <p>ACHIEVED</p> <ul style="list-style-type: none"> Improved teacher understanding and confidence in using a variety of assessment practises. 	<ul style="list-style-type: none"> Collaborative projects are shared and replicated by other teaching staff. <p>90% Achieved</p> <ul style="list-style-type: none"> 30 school based Professional Learning (PL) events. <p>100% Achieved</p> <ul style="list-style-type: none"> Requests for regular visits and ongoing whole school PL and support. <p>100% Achieved</p> <ul style="list-style-type: none"> Increase in teacher motivation and confidence, through continued contact and support. <p>100% Achieved</p> <ul style="list-style-type: none"> Schools are adopting a range of pedagogies, including cooperative learning. 	<p>COVID19 restrictions resulted in all Term 1 PL being cancelled and some in school PL session were not rescheduled by schools.</p> <p>Basic Number Facts planned workshop did not proceed.</p> <p>The whole school approach to Teaching Place Value Project was pushed back to the start of 2023, due to COVID19 interruptions.</p>

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	<p>2. Participation in mathematics and numeracy projects. AISWA’s involvement in the Brightpath Numeracy Tool development, in collaboration with a university and Brightpath Maths, is planned to be extended in 2022 and involve more Independent schools participation. Consultants will continue collaborating in writing projects, such as, “Teaching Mathematics Through Story Books”, making mathematical connections with literacy.</p> <p>3. Targeted numeracy and mathematics support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable maths teachers. A video professional learning project for place value will be created and launched with AISWA schools.</p>	<p>ACHIEVED</p> <ul style="list-style-type: none"> Teachers using formative and summative assessment data, to inform their teaching. <p>ACHIEVED</p> <ul style="list-style-type: none"> Professional learning to foster pedagogical change in the classroom. <p>ACHIEVED</p> <ul style="list-style-type: none"> Creating a happy disposition towards Mathematics for both teachers and students. <p>ACHIEVED</p>	<p>75% Achieved</p> <ul style="list-style-type: none"> Data to show improvement in the areas of Place Value and Basic Facts. <p>0% Achieved</p> <ul style="list-style-type: none"> High ratings feedback from evaluations completed at PL workshops and school visits. <p>100% Achieved</p> <ul style="list-style-type: none"> 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and place value. <p>75% Achieved</p> <ul style="list-style-type: none"> Requests for whole school numeracy profession learning and planning for multiple sessions. <p>40% Achieved</p>	<p>10 out of 25 schools had 2 or more PL sessions.</p> <p>Place Value videos are to be released in 2023.</p>

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	<p>Short and simple warm up mathematics games and routines. A 1-Day Conference focusing on five guiding principles for maths games will be conducted in 2022. The AISWA co-developed series of 'Number Plate' games, targeting a connection with disengaged learners and those students who find mathematics challenging, will be adapted for School Friendly Cards and offer suggestions for assessment. It is important that both teachers and students exhibit a happy disposition. These resources will contribute to this positive disposition.</p>		<p>At least 50% of schools view the Place Value video</p> <p>0% Achieved</p>	<p>The one-day conference was cancelled due to COVID19.</p>
<p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>National Policy: National STEM School Education Strategy 2016-2026</p>	<p>STEM in Schools This AISWA 2022 STEM provision will primarily target improving delivery/assessment of the Technologies subjects and the effective use of integrated digital technologies in schools.</p>	<ul style="list-style-type: none"> Continued implementation of the National STEM School Education Strategy 2016-2026. <p>ACHIEVED</p>	<ul style="list-style-type: none"> Feedback surveys indicate satisfaction for attention to needs. <p>90%</p>	<p>PL feedback positive but often doesn't define future needs.</p> <p>Increased but via different formats (webinar, on demand) Not necessarily face-to-face</p>

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<p><i>State bilateral: Science, Technology, Engineering and Maths (STEM)</i></p> <p>Project Title: Implementation of Australian Curriculum STEM in schools</p>	<p>This includes supporting capability with classroom online provision, thinking skills and the newly published 'Digital Literacy' capabilities.</p> <p><u>Personalised and accessible PL:</u> Address a sector-specific requirement for attention to the needs of 'late adopter' schools and assistance for school leaders navigating new digital territory. Online PL (synchronous and asynchronous) to be designed to meet targeted needs, e.g. specific technical skills, pedagogy, management and delivery in online learning environments. Opportunities for remote + regional schools to connect (e.g. Broome workshops).</p>	<ul style="list-style-type: none"> • Taking action based on school feedback about specific PL needs. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Creation/publication of new AISWA Online courses related to STEM. <p>ACHIEVED</p> <ul style="list-style-type: none"> • Provision of easy and regular access to PL news and relevant info via social media/webmail. • STEM hire equipment available and utilised. <p>ACHIEVED</p>	<ul style="list-style-type: none"> • Data shows STEM/Tech engagement generally increased from 2020-21); <p>100%</p> <ul style="list-style-type: none"> • 20 new curriculum resources or links added to AISWA STEM website; regular socials feeds. <p>70%</p> <ul style="list-style-type: none"> • 2 new STEM/ICT Integration related modules created for AISWA Online (on demand). <p>50%</p> <ul style="list-style-type: none"> • 8 occasions where online STEM-related PL has been delivered. <p>100%</p>	<p>Social media has been centralised and we now take turns in getting posts published.</p> <p>(Apart from on demand courses) this tended to be for smaller groups, and specialised to their needs. Schools not so keen to use shared equipment (germs)</p>

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	<p><u>Resources and skills for STEM:</u> Continue to populate the AISWA website with STEM materials, links and example of AISWA school projects. Fortnightly newsletter and socials feeds to contain AISWA and external PL offers. Frequency of assessment/grading workshops must be increased to support SCSA initiatives. Consultant will work with Microsoft, Apple, Adobe, SciTech, CISCO and STEM providers to increase PL opportunities. PL offerings will specifically include <i>XR/3D modelling, LEGO/Duplo coding products for Primary, coding and general robotics; new AISWA Online courses. AISWA hire resources made available to schools (upgraded).</i></p> <p><u>STEM innovation:</u> In 2022 AISWA will reintroduce STEM seminars and ICT Integrators showcase days (minimal in 2020-21 due to COVID issues). Develop a STEM/Integrated ICT Leaders network group from the Apple Institute ICT Integrators series in 2021.</p>	<ul style="list-style-type: none"> • STEM-related PL workshops and training materials created and delivered, including. with industry partners. ACHIEVED • AISWA STEM webpage maintained. ACHIEVED • Continued connection with remote and regional teachers. ACHIEVED • Motivation for STEM and ICT Integration leaders to innovate via opportunities for presentation and publication. ACHIEVED 	<ul style="list-style-type: none"> • 10 equipment loans to schools 40% • 5+ schools involved in STEM innovation projects (3 remote/regional). 0% • 1+ new industry innovation partner involved in project. 100% • 3 case study projects presented (online or face-to-face). 0% ACHIEVED • 2 Tech Leaders network meetings conducted. 100% ACHIEVED 	<p>Appetite for big STEM projects diminished. We think AISWA HiPs and STEM via HASS is accommodating those needs very well.</p> <p>Provision shifted more to topics aligned o both IT Managers and ICT Leaders and integrator networks, rather than pure T&L curriculum area.</p> <p>(as above) plus we presented at innovation days (cross-sectoral) organised by sector schools but did not run them at ASIWA HQ.</p>

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	<p>The appetite for these forums/network meetings should return.</p> <p><u>STEM in Practice:</u> AISWA has maintained a formal agreement with KodeKLIX® and will be providing the updated SiP printed materials (and training) as KK establishes markets through a national retailer. Materials have explicit curriculum connections to STEM subjects and Capabilities (hard and soft skills covered). Workshops as needed.</p> <p><u>STEM contribution:</u> Staff continue to contribute to STEM forums -ACARA, SCSA and DoE initiatives, WA SSSS and JTSI industry/workplace round-tables and University research related to Technologies and STEM (e.g. 'XR for Science Literacy', UWA).</p>	<ul style="list-style-type: none"> STEM projects/ideas presented/published - various conferences/forums, etc. <p>ACHIEVED</p> <ul style="list-style-type: none"> Continued STEM in Practice (SiP) support; updated resources for national SiP/KodeKLIX. <p>ACHIEVED</p>	<ul style="list-style-type: none"> 2 large-forum STEM/ICT Integration Innovation days. <p>100% ACHIEVED</p> <ul style="list-style-type: none"> Formal publication of materials from 2 case studies. <p>0% ACHIEVED</p> <ul style="list-style-type: none"> 8 new schools engaging with SiP nationally/WA and 200 new SiP student users <p>20% ACHIEVED</p>	<p>4 new schools purchased materials but no events to date.</p>

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<p>National Policy: A. Supporting students, student learning and student achievement: i. Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors <i>State bilateral: General Capabilities</i></p> <p>Project Title: Implementation of Australian Curriculum High Impact Teaching Practices</p>	<p>High Impact Teaching Now in its third year, the focus for 2022 is continued development of professional knowledge of the science of understanding learning, and evidence-based instructional strategies related to what works to improve learning.</p> <p>In 2022, initiatives will focus on building teacher knowledge and understanding of the research base underpinning high impact teaching and building mastery.</p> <p>Participating teachers will be able to access high quality professional learning and support and advisory services, as well as resources to develop knowledge and skills.</p>	<ul style="list-style-type: none"> Improved teacher knowledge of instructional strategies/pedagogical practices and their impact on student learning. ACHIEVED Improved teacher confidence and competence to implement high efficacy instructional strategies/pedagogical practices. ACHIEVED Improved capacity of teachers to reflect on learnings; evaluate and apply feedback and consider informed changes to practice. ACHIEVED Increased skills and capacity of AISWA Consultants to support teachers and PL communities. 	<ul style="list-style-type: none"> 60 participants complete the required PL components. 100% Achieved Participants implement classroom-based initiatives based on learnings from PL sessions. 100% Achieved Growth of teacher understanding of how students learn. 100% Achieved Data related to impacts on student learning collected and analysed. 100% Achieved Participants share their understandings through communities of practice. 100% Achieved 	

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		<p>ACHIEVED</p> <ul style="list-style-type: none"> Teachers facilitate transfer of learnings to the school community. <p>ACHIEVED</p>	<p>Increased teacher resources collected and shared.</p> <p>Achieved</p>	
<p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>Project Title: Implementation of Australian Curriculum d. Aboriginal Independent Community Schools</p>	<p>Aboriginal Independent Community Schools (AICS) The focus for 2022 will be the continuation of curriculum support for all educators in the fourteen AIC Schools. This will include:</p> <ul style="list-style-type: none"> Whole School Approaches to Curriculum, Assessment and Reporting with a focus on meeting students' needs through personalised learning Raising awareness of Culturally Responsive Pedagogies Second Language Acquisition and EALD strategies, Contextualising the Curriculum for high engagement e.g. linking key learning areas to on-country experiences. 	<ul style="list-style-type: none"> Whole school curriculum, assessment and reporting plans reflect individual school contexts. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Improved teacher competence in meeting students' needs in diverse contexts. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Students are more aware of post school opportunities and workplace requirements. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Students understand the value of notes and coins 	<ul style="list-style-type: none"> All AICS are represented at the 2 conferences by sending teachers, Principals and Aboriginal staff. <p>50% Achieved</p> <ul style="list-style-type: none"> Positive participant feedback from conferences and school visits. <p>100% Achieved</p> <ul style="list-style-type: none"> Continued requests for visits by AICS consultants <p>100% ongoing</p> <ul style="list-style-type: none"> 40 visits by AICS consultants to schools where visits last from two to five days. 	<p>Collegial Meeting in tandem with AISWA Inclusive Education and Language consultants.</p> <p>Broome Conference cancelled due to COVID19.</p> <p>AISIWA continues to be asked to support AIC schools on site.</p> <p>COVID19 impacted on ability to travel to community. TEAMS in place</p> <p>Impacted by COVID but has returned to pre COVID</p>

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	<ul style="list-style-type: none"> • Targeted support for students to reach workplace competencies • Development of whole school plans for the teaching of financial literacy • Ongoing support for schools using the Numeracy Portal <p>Key activities for 2022 include:</p> <ul style="list-style-type: none"> • two conferences -focusing on curriculum, pedagogy, leadership and wellbeing of staff and students. • continued whole school and individual teacher support as requested via email, phone and video conferencing • upskilling of teachers new to remote schools • ongoing school visits by consultants • face to face and online workshops 	<p>when completing financial transactions</p> <p>ACHIEVED AND ONGOING</p> <p>Aboriginal staff work directly with students and collaborate with teachers to ensure culturally appropriate curriculum and pedagogy.</p> <p>ACHIEVED</p>	<p>50% and ongoing</p> <ul style="list-style-type: none"> • Student participation in workplace opportunities. <p>60% Achieved</p> <ul style="list-style-type: none"> • Reports to parents reflect students documented learning plans <p>100%</p> <ul style="list-style-type: none"> • Nine AICS continue to use the Numeracy Portal <p>Replaced by UNDU project</p>	<p>AISWA Inclusive Education, Numeracy & Literacy consultants supported schools in developing Individual Education Plans for students with parent involvement.</p> <p>Commencement of collaboration with 4 Kimberley schools for training program.</p> <p>Replaced by a project in collaboration with University of Notre Dame University for enhancing achievement.</p> <p>In general: Ongoing communication to staff , Principals and Boards to provide assistance</p> <p>Programs in 2023 to continue</p>

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<p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Aboriginal Cultural Standards Framework</i></p> <p>Project Title: Building Cultural Competence in Schools</p>	<p>Building cultural competence in schools and understanding the Aboriginal perspective This project focuses on building the awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures, and schools embedding it into their school environment. This will continue to be the focus in 2022.</p> <p>This program aims to support school staff to progress their cultural journey, and which will assist schools to provide high quality teaching and learning programs for all students.</p> <p>The aim is to increase the awareness of school staff professional learning opportunities to increase their cultural responsiveness.</p> <p>AISWA will encourage schools to develop Reconciliation Action Plans (RAP). Other activities expected to cascade from staff contact and school visits, and a Reconciliation Action Plans are:</p>	<ul style="list-style-type: none"> Increased school staff awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures and greater confidence embedding this in curriculum. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Increased school staff awareness of their cultural journey, behaviours, attitudes, and policies, enabling them to work effectively in cross cultural situations. <p>ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> Improved understanding that there is a diversity in opinion between Aboriginal and Torres Strait Islander groups and the dynamic and responsive nature of culture. <p>ACHIEVED AND ONGOING</p>	<ul style="list-style-type: none"> Two consultants work with schools in their RAP journey as part of their roles at AISWA. <p>75% and ongoing</p> <ul style="list-style-type: none"> An audit of current resources and, if needed, the creation of an online database of resources. <p>50% and ongoing The development of a cultural journey professional learning package for delivery on request.</p> <p>40% and ongoing</p>	<p>The Future Footprints AISWA consultant and the Languages HUB consultant have been pivotal. FF consultant appointed in mid 2022. Capacity to visit schools impacted by COVID19.</p> <p>Audit of all AISWA schools commenced in 2022 inclusive of RAPS.</p> <p>Ongoing communication to staff, Principals and Boards to provide assistance</p> <p>Programmes in 2023 to continue</p>

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	<ul style="list-style-type: none"> • School based professional learning sessions with staff raising awareness of their own cultural journey, Aboriginal and Torres Strait Islander perspectives in curriculum, language, history, a sense of place and stories of the land • School based classroom sessions or guest speakers with students on school curriculum from an Aboriginal and Torres Strait Islander perspective 	<ul style="list-style-type: none"> • Increased staff confidence finding and accessing information and resources. <p style="text-align: center;">ACHIEVED AND ONGOING</p> <ul style="list-style-type: none"> • Increased staff awareness of AISWA support and information <p style="text-align: center;">ACHIEVED AND ONGOING</p>		

2022 Budget expenditure

Project Activities	Reform support funding
NCCD	
Supporting schools implementing NCCD and meeting the needs of students with special needs	\$584,243
NAPLAN	
Support for schools with NAPLAN and transition to NAPLAN Online	\$109,324
Improving governance in independent schools	
Support for school boards and leaders in good governance and understanding their obligations under legislation	\$68,508
Leading at all levels	
Enhancing leadership for All	\$95,916
Esteeming, growing, and assessing teacher expertise	\$63,944
Leading in remote and complex contexts	\$47,958
Implementation of Australian Curriculum	
Support for schools to implement the WA Curriculum	\$162,350
Supporting improvement in Literacy and English Competency	\$245,599
Supporting improvement in Numeracy and Mathematics Competency	\$180,803
Enhancing implementation of STEM in Schools	\$88,452
High Impact Practices (HIPs)	\$97,410
Support the implementation of Curriculum in Aboriginal Independent Community Schools	\$243,525
Building Cultural Competence in Schools	
Building cultural competence in schools and understanding the Aboriginal perspective	\$68,670
Staffing	
Administration of projects	\$0
TOTAL	\$2,056,700